



Saint Fatima-Nasr City
British Division
CONTINGENCY PLAN – COVID-19

The COVID – 19 pandemic impacts on all aspects of our lives and at the moment it is unclear what will happen in the future. To ensure we are prepared for all eventualities we have planned how to quickly respond to ensure the children of SFS continue to learn and the move to a different way of teaching seamlessly. This plan will be put into place in the event of full school closure; class closures or partial school closures, as well as to prevent the COVID-19 outbreak inside and outside the school premises while ensuring the continuation of education for SFS students.

1. Documents governing the plan

- ✓ [Interim Guidance for COVID-19 Prevention and Control in Schools From UNICEF, the World Health Organization and the International Federation of Red Cross and Red Crescent Societies](#) (March 2020);
- ✓ [Considerations for School-Related Public Health Measures in the Context of COVID-19 By WHO, UNICEF and UNESCO](#) (September 2020);
- ✓ [Advice on the use of masks for children in the community in the context of COVID-19](#) (WHO & UNICEF, August 2020);
- ✓ [Operational Considerations for COVID-19 Management in the Accommodation Sector: Interim Guidance](#) (WHO & UNESCO, August 2020);
- ✓ [Framework for Reopening Schools](#) (UNICEF, August 2020);
- ✓ [Coronavirus \(COVID-19\) Contingency Framework for Education and Childcare Settings](#) (DfE, February 2021);
- ✓ [Actions for Schools during The Coronavirus Outbreak](#) (DfE, February 2021)

2. SFS' COVID-19 prevention and control measures

2.2. Physical distancing

2.2.1. Physical distancing at school

Physical distancing measures are applied to individuals (in and outside classrooms) and through administrative measures that aim to keep groups apart (cohorting, staggering, alternating distance learning with presence in school, where possible, etc.).

2.2.2. Individual physical distancing

Outside classrooms. Maintain a distance of at least 1 meter for both students (all age-groups) and staff, where feasible.

Inside classrooms, the following age-appropriate measures are considered based on local SARS-COV-2 transmission intensity.

Community-transmission districts/sub-districts

- ✓ Maintain a distance of at least 1 meter between all individuals (students of all age groups and staff) if SFS is remaining open.

Cluster-transmission districts/sub-districts

- ✓ A risk-based approach is applied to maintain distance of at least 1 meter between students. The benefits of adhering to physical distancing of at least 1 meter inside a classroom are weighed against the social, emotional, developmental and mental health gains from interactions between children.
- ✓ Teacher and support staff should keep at least 1 meter from each other and from students. When maintaining at least 1-meter distance is not practical or hampers support to students, teachers and support staff should wear a mask.

Sporadic cases transmission districts/sub-districts

- ✓ Children under the age of 12 years are not required to keep physical distance at all times;
- ✓ where feasible, children aged 12 years and over should keep at least 1 meter apart from each other;

- ✓ teacher and support staff should keep at least 1 meter apart from each other and from students. when keeping at least 1-meter distance is not practical or hampers support to students, teachers and support staff should wear a mask.

No cases transmission districts/sub-districts

- ✓ Children under the age of 12 years should not be required to keep physical distance at all times;
- ✓ where feasible, children aged 12 years and over should keep at least 1 meter apart from each other
- ✓ teacher and support staff should keep at least 1 meter apart from each other and from students. when keeping at least 1 meter-distance is not practical or hampers support to students, teachers and support staff should wear a mask.

2.2.3. Physical distancing between groups

SFS will:

- ✓ limit mixing of classes and of age groups for school and after-school activities;
- ✓ consider on restrictions for parents and care-givers entering school campus and premises;
- ✓ create awareness that ensures students do not gather in large groups or in close proximity when in lines, when leaving the school and in their free time.

2.3. Use of masks in school settings

In 2022-2023 academic year, SFS has not required mandatory mask-wearing, unless it is required by a pertinent examination board.

At the same time, SFS applies the following criteria for use of masks inside the school (either in classes, corridors or communal areas):

- ✓ children aged 5 years and under may not be required to wear masks; instead they are asked to wear face-shields;
- ✓ for children between six and 11 years of age, a risk-based approach is applied to the decision to use a mask. This approach takes into consideration:
 - intensity of transmission in the area and updated data/available evidence on the

- risk of infection and transmission in this age group;
 - the child’s capacity to comply with the appropriate use of masks and availability of appropriate adult supervision;
 - potential impact of mask wearing on learning and psychosocial development;
 - additional specific considerations and adaptations for specific settings such as for children with disabilities or underlying diseases;
- ✓ children and adolescents 12 years or older should follow the national mask guidelines for adults.
 - ✓ teacher and support staff may be required to wear masks when they cannot guarantee at least a 1-metre distance from others or there is widespread transmission in the area;
 - ✓ all efforts should be made to ensure the use of a mask does not interfere with learning;
 - ✓ children should not be denied access to education because of mask wearing or the lack of a mask because of low resources or unavailability.

SFS recognizes that when implementing its mask policies, the school management should clearly communicate the purpose of wearing a mask. SFS is aware that wearing a mask is one part of the school’s package of measures along with hand hygiene, physical distancing, respiratory etiquette, adequate ventilation in indoor settings and other measures that are all necessary and all reinforce each other.

2.3.1. Wearing a mask by students above 12 years old/staff suffering from asthma, allergy and other diseases/conditions

The CDC and the World Health Organization (WHO) both recommend that an individual should wear a mask in public where he or she cannot keep a proper distance from other people.

According to the [CDC](#), these people should not wear face masks:

- ✓ anyone who has trouble breathing;
- ✓ anyone who is unconscious, unable to help themselves, or can’t remove the mask on their own.

However, according to [Mask Use in the Context of COVID-1: Interim Guidance](#) (WHO, January 2020), wearing a mask is considered a disadvantage, but not a reason for exemption, for people who suffer from:

- ✓ chronic respiratory or breathing problems;

- ✓ asthma; Most people with asthma, even if it's severe, can manage to wear a face mask for a short period of time, and shouldn't worry if they need to wear one. Wearing a mask does not reduce a person's oxygen supply or cause a build-up of carbon dioxide ([Asthma UK](#)).
- ✓ facial trauma or consequences of maxillofacial surgery;
- ✓ disabilities or developmental challenges;
- ✓ other specific health conditions that might interfere with mask wearing, including people with underlying comorbidities, such as cardiovascular disease, diabetes mellitus, chronic lung disease, cancer, cerebrovascular disease, immunosuppression, and obesity.

If any child above 12 years old or staff member are experiencing difficulty breathing when wearing a mask, SFS recommends that it is important to schedule an appointment with their health care provider to review his or her condition control or seek emergency care.

2.3.2. Mask management

For any type of mask, appropriate use, storage and cleaning, or disposal are essential to ensure that they are as effective as possible and to avoid any increased risk of transmission. Hence, the SFS staff members should guide and supervise children in their mask management, including the following measures:

- ✓ perform hand hygiene before putting on the mask;
- ✓ inspect the mask for tears or holes, and do not use a damaged mask;
- ✓ place the mask carefully, ensuring it covers the mouth and nose, adjust to the nose bridge and tie it securely to minimize any gaps between the face and the mask. if using ear loops, ensure these do not cross over as this widens the gap between the face and the mask;
- ✓ avoid touching the mask while wearing it. if the mask is accidentally touched, perform hand hygiene;
- ✓ remove the mask using the appropriate technique. do not touch the front of the mask, but rather untie it from behind;
- ✓ replace the mask as soon as it becomes damp with a new clean, dry mask;
- ✓ either discard the mask or place it in a clean plastic resealable bag where it is kept until it can be washed and cleaned. do not store the mask around the arm or wrist or pull it

down to rest around the chin or neck;

- ✓ perform hand hygiene immediately afterward discarding a mask;
- ✓ do not re-use single-use mask;
- ✓ discard single-use masks after each use and properly dispose of them immediately upon removal;
- ✓ do not remove the mask to speak;
- ✓ do not share your mask with others;
- ✓ wash fabric masks in soap or detergent and preferably hot water (at least 60° centigrade) at least once a day. if it is not possible to wash the masks in hot water, then wash the mask in soap/detergent and room temperature water, followed by boiling the mask for 1 minute whenever possible.

2.3.3. Face Shields

SFS, in line with the updated evidence gathered by [WHO](#), believes that face shields are considered to provide a level of eye protection only and should not be considered as an equivalent to masks with respect to respiratory droplet protection and/or source control. Current laboratory testing standards only assess face shields for their ability to provide eye protection from chemical splashes.

In the context of non-availability or difficulties wearing a non-medical mask (in persons with **cognitive, asthma, respiratory or hearing impairments**, for example), face shields may be considered as a **mask alternative**, noting that they are inferior to masks with respect to droplet transmission and prevention. If face shields are to be used, ensure proper design to cover the sides of the face and below the chin.

2.3.4. Wearing masks during physical activities

SFS, following the recommendations of [WHO](#), makes sure that students should not wear masks during vigorous intensity physical activity because masks may reduce the ability to breathe comfortably. The most important preventive measure will be to maintain physical distancing of at least 1 meter and ensure good ventilation when exercising.

If the activity takes place indoors, adequate ventilation should be ensured at all times through natural ventilation or the school ventilation system. Particular attention will be paid to

cleaning and disinfection of the environment, especially high-touch surfaces.

2.4. Ventilation

The use of masks by children and adolescents in SFS is only considered as one part of our comprehensive strategy to limit the spread of COVID-19.

SFS will implement the following strategies for ensuring adequate ventilation on its premises, including classrooms:

- ✓ considering using natural ventilation (i.e., opening windows if possible and if it is safe to do so) to increase dilution of indoor air by outdoor air;
- ✓ ensuring adequate ventilation and increasing total airflow supply to occupied spaces, if possible.
- ✓ when ventilation and air conditioning (VAC) systems are used, they should be regularly inspected, maintained and cleaned. The same applies to monitoring the condition of filters;
- ✓ disabling demand-control ventilation (DCV) controls that reduce air supply based on temperature or occupancy;
- ✓ considering running the VAC system at maximum outside airflow for 1.5 hours before and after times when the building is occupied, in accordance with the manufacturer's recommendations.

2.5. Hygiene and daily practices at school

The hygiene and environmental cleaning measures to limit exposure include:

- ✓ performing daily decontamination of all the school premises;
- ✓ educating everyone in the school about prevention of COVID-19, including appropriate and frequent hand hygiene, respiratory etiquette, use of mask use, if recommended, symptoms of COVID-19 and what to do when one feel sick;
- ✓ offering regular updates as the pandemic evolves; counter rumors and misleading information through messaging and communication;
- ✓ creating a schedule for frequent hand hygiene, especially for young children, specifically

at school arrival and at certain key moments of the school routine, including before snacks and lunch and before school exit; providing sufficient soap and clean water or alcohol-based rub at school entrances and throughout the school and in classrooms where feasible; ensuring physical distancing when students wait at hand hygiene/washing points using signage on the ground;

- ✓ scheduling regular cleaning of the school environment daily, including toilets, with water and soap/detergent and disinfectant; cleaning and disinfecting frequently touched surfaces such as door handles, desks, toys, supplies, light switches, doorframes, play equipment, teaching aids used by children and covers of shared books; elaborating checklists for schools' cleaners to ensure all daily hygiene tasks are accomplished and ensuring provision of cleaning and protective supplies for cleaning staff such as personal protective equipment (PPE);
- ✓ assessing what can be done to limit risk of exposure, or direct physical contact, in physical education classes, sports, music or other physical activities and playgrounds, labs/computer labs, libraries, bathrooms and food court areas;
- ✓ suspending PE classes;
- ✓ putting in place respiratory and hand hygiene and physical distancing measures in school buses. If possible, the bus windows should be kept open; providing information for students on safe commuting to and from school, including for those using public/private transportation.

2.6. Screening and management of sick students, teachers and other school staff

SFS has enforced the policy of “staying at home if unwell” for students, teachers or school staff with potential COVID-19 infection. In addition, SFS ensures that:

- ✓ if the school is notified of a suspected or a positive Covid-19 test result for a member of staff or a student, they can return to school after five days of self-quarantine and upon submitting a negative PCR or ART tests.
- ✓ if anyone (staff or student) becomes unwell with any of the following: (i) a new continuous cough, (ii) a high temperature, or (iii) a loss or change in their sense of smell or taste (anosmia) they will be sent home;

- ✓ the school expects that they will self-isolate for five days, book a relevant test and present the negative test result prior to returning to the school;
- ✓ having been notified of a positive COVID-19 test result for a member of staff or a student, the school will allow their return to the school premises upon submitting negative test result;
- ✓ having been notified of a positive COVID-19 test result for a staff/student member of family, the school expects that they will self-isolate for five days and present the negative PCR or ART result prior to returning to the school.

To respond to school-based cases, prompt isolation of cases and contact tracing and quarantine of contacts should be implemented while maintaining confidentiality. This should also include:

- ✓ additional decontamination of relevant areas of schools; contact tracing and risk assessment before considering class or school closures;
- ✓ considering isolation of a classroom or a group within a classroom if contact has been limited to specific groups rather than moving school closure.

2.7. Communication with parents, students, teachers and school staff

SFS will ensure frequent communications and messaging via SFS LMS, phone call and/or e-mail on COVID-19 and school measures that will reassure parents, students, and teachers that the school is safe to attend once the mitigation measures have been undertaken. In addition, communication should be carried out to address and counter rumors and misleading information, as well as stigma among school staff, teachers, parents/caregivers and students.

SFS will inform parents about the measures the school is putting in place and ask for cooperation to report any cases of COVID-19 that occur in the household. If someone in the household is suspected of having COVID-19, all children in the household should stay at home and keep the school informed.

SFS should explain to the students the reason for school-related measures, including discussing the scientific considerations and highlighting the help they can get through schools (e.g. psychosocial support).

2.8. Additional school-related measures on re-opening a school that was closed

SFS will ensure that its school-based and school-linked health services, including the school clinic, health promotion, care and support services are maintained where possible, while maintaining infection prevention and control, including:

- ✓ assessing the impact of differential access to health information and education during school closures. Once the school reopens, SFS will design tailored catch-up strategies, especially for students with particular vulnerabilities.
- ✓ continuing existing school health policies such as immunization; offering a plan for catch-up vaccination, if needed.
- ✓ intensifying classroom-based socioemotional learning as schools reopen;
- ✓ being alert to the possibility that children or adolescents may have experienced violence or sexual violence during times of restricted mobility, and make provisions so that they can obtain support and care if needed.
- ✓ water systems will be flushed and chlorinated to mitigate legionellosis risk following building reopening.

2.9. Remote learning

In case of Covid-19 outbreak in a class/school or if a student contracts Coronavirus, SFS has introduced a hybrid system of learning, where those students who cannot attend classes in person; a thorough support and teacher' training are given to ensure students have continued access to educational materials and technologies.

SFS has implemented online learning for all the students who have presented a valid medical report and/or have had an approval from the School Doctor.

2.10. Monitoring of school operations

As protective school measures are applied, it is important to conduct monitoring the impact of schools reopening. SFS will take the most appropriate measures to mitigate the risks and allow authorities/stakeholders to reassure parents, learners and teacher alike that the school is safe to attend. It will be important in these activities to maintain flexibility and modify approaches as needed and to ensure learning and sharing of good practices. The following effects

and trends should be monitored:

- ✓ effectiveness of symptoms-reporting, monitoring, rapid testing and tracing of suspected cases;
- ✓ effects of policies and measures on educational objectives and learning outcomes;
- ✓ effects of policies and measures on health and well-being of children, siblings, staff, parents and other family members;
- ✓ trend in school dropouts after lifting the restrictions;
- ✓ the number of cases in children and staff in the school, and frequency of school-based outbreaks in the local administrative area and the country;
- ✓ assessment of impact of remote-teaching on learning outcomes and formative assessments.

3. Full School Closure

In the event of a full school closure due to COVID-19 or any other outbreak/emergency, the children will be sent home with:

- ✓ Full access to SFS LMS (SIMS) provided to both them and their parents;
- ✓ a list of their logins to appropriate online learning platforms.

3.1. Staff responsibilities

3.1.1. The School Head/Principal will:

- ✓ ensure seamless remote teaching;
- ✓ ensure that the home learning tasks set are to a high standard
- ✓ monitor the phone logs to ensure families are called regularly and any issues are followed-up;
- ✓ monitor the engagement of pupils learning;
- ✓ communicate regularly with families through phone calls or e-mails;
- ✓ meet regularly with staff;
- ✓ respond to parents' queries and concerns;

3.1.2. Class Teachers (early stages) will:

- ✓ follow their usual planning for all subjects

- ✓ follow their usual timetable of learning each day – including assemblies
- ✓ provide live remote lessons to explain concepts and ensure the children understand their learning tasks
- ✓ set activities from the children's homework books
- ✓ feedback to children on their uploaded learning
- ✓ provide additional support for children/parents through phone calls and explanations via Zoom;
- ✓ monitor the daily engagement of children and call the families of those not engaging to offer support;
- ✓ if the teacher is ill and unable to work, he or she should promptly inform their head teacher so as another member of staff will take over their role and ensure the remote learning is set up and running as described.

3.1.3. Subject Teachers will:

- ✓ follow their usual planning as far as possible with adapted activities where necessary
- ✓ follow their usual timetable of learning each day
- ✓ provide live remote lessons to explain concepts and ensure the children understand their learning tasks
- ✓ feedback to children on their uploaded learning
- ✓ provide additional support for children/parents through phone calls and explanations via zoom;
- ✓ monitor the daily engagement of children and call the families of those not engaging to offer support;
- ✓ if the teacher is ill and unable to work, he or she should promptly inform their head teacher so as another member of staff will take over their role and ensure the remote learning is set up and running as described.

3.1.4. Teaching Assistants (early stages) will:

- ✓ support the learning of the children they usually work with in school;
- ✓ support their class teacher;
- ✓ make weekly phone calls to these children to check on their wellbeing.

3.1.5. Safeguarding Team will:

- ✓ call families regularly to offer support and check on children's wellbeing;



- ✓ liaise with outside agencies;
- ✓ take part in remote meetings.

3.1.6. Children will:

- ✓ log on to Zoom each morning according to their timetables;
- ✓ join remote live learning sessions for the time of the lesson;
- ✓ complete the learning set by their teacher each day and upload their learning as requested by the teacher;
- ✓ wear their uniform and keep their zoom cameras on during all the lesson time.

3.1.7. Parents will:

- ✓ set a clear routine with the child using the timetable and the daily tasks set;
- ✓ support their children to complete all of the learning set;
- ✓ liaise with school staff and seek support on behalf of their child when needed;
- ✓ provide Internet connection for their children to join their Zoom sessions.

4. Class Closures/Partial Closure

If a class, or a number of classes have to close due to a positive test, then that class will follow the procedure described for full school closure.

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